



**School Library Association
of California**

BULLETIN

Vol. 18

NOVEMBER 1946

No. 1

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**SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA
STATE MEETING**

MONTEREY . . . NOVEMBER 16-17

Headquarters: San Carlos Hotel

Saturday, November 16

10:30 A.M. Meeting of the state executive board

11-12 A.M. Registration (Fee \$1.00)

1- 2 P.M. Registration

2 P.M. Panel Discussion: The Librarian Reaches Out
Elizabeth Neal, Chairman

The Librarian and the Administration Margaret Glassey

The Librarian and the Faculty Jeanne Van Nostrand

The Librarian and the Students Helen Pierce

The Librarian and Publicity Helen Herney

The Librarian and the Community Winifred Andrews

4:30 P.M. Meetings of state committees

6:30 P.M. Dinner carrying out the flag centennial theme.

Mr. Lyndley Bynum, Assistant to the President, University
of California

Mrs. Ruth Tuck, author of "Not With the Fist"

Sunday, November 17

8 A.M. Breakfast

Impressions of Scandinavia, 1946 E. Ben Evans

Business Meeting

STATE OFFICERS

President Mrs. Katherine F. Gibson, Belmont High School, Los Angeles
Vice President Miss Bess Landfear, San Francisco Unified School District
Secretary Miss Daisy Lake, Glendale High School, Glendale
Treasurer Mrs. Ruth Lockwood, Marin Junior College, Kentfield
Director Miss Elizabeth Patton, Garfield Junior High School, Berkeley
Editor of Bulletin Mr. E. Ben Evans, Bakersfield High School and Junior College, Bakersfield

BULLETIN STAFF

Editor Mr. E. Ben Evans, Bakersfield High School and Junior College, 1341 F St., Bakersfield
Associate Editor Miss Mary Bins, Commerce High School, Van Ness and Hayes St., San Francisco
Business Manager Miss Gladys Waive Stager, Bakersfield City Schools, 1600 K St., Bakersfield
Subscription Editor Mrs. Christina Mashtaire, East Bakersfield H. S., Mt. Vernon & Quincy, Bakersfield

SUBSCRIPTIONS

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Southern Section members: Send dues to Miss Camille Baxter, San Pedro High School, San Pedro

The Bulletin of the School Library Association of California
Is Issued Four Times during the School Year by the Association

Today's Challenge . . .



KATHERINE F. GIBSON
State President

As we start another school year it seems well to take stock of our position, our possessions and our prospects.

Professionally, what shall we stress?

What shall we keep? In our world of immediacy, what is essential to us, our libraries, the service we render, and our patrons?

Last summer I read a biography of Melvil Dewey and I was impressed by his crusading spirit, his perpetually youthful enthusiasm as I viewed it against the backdrop of today. I was engulfed by his feeling of urgency in spreading the gospel of the dignity of each individual and the necessity for personal responsibility for the advancement of understanding as well as learning.

I suppose we all cut our eye teeth on that doctrine, it has a very familiar ring. But now, in the current lap of our race with destruction, what do we do about it? How do we pass on our priceless heritage? If we do not, what stands in our way? Little things or big things? I sometimes wonder if the actual reaching of the promised land is always going to belong to someone else. How important are little things? Do they keep us from or help us toward the big ones? Do the obstacles of confusion, lack of clerical help, ennui and pressure appear too great?

Mr. Dewey lit his own torch and then carried it, and it still illuminates the goal and is visible if we do not feel too busy to look up.

This year we will have ample opportunity to do something, but first we need to get together again so we can restate and reestablish our premise, so all may hear and know.

These last five years our officers have had to carry all the responsibility for our state organization. It has been a tremendous job and they have done more for us than we can possibly know. They accepted the responsibility and spoke for us. Now it is the membership's turn to talk.

We have the best possible means of communicating our ideas to each other. How about making the most of them?

First, is our Bulletin. Your editor will welcome your ideas. Second, our state meeting, the first since 1941. There we can really talk things over. Will you come? No matter how good you are individually, it is only by a meeting of minds that we can unite into a powerful and useful state organization, one that will lift us all both spiritually and professionally. We owe it to our constituents as well as to ourselves. Third, at the end of the year's program will come A.L.A.

I hope every school librarian and teacher-librarian in California will feel that this is the year to renew library acquaintances and contacts. The Association has much to offer, much to give, and of course it needs you. Without you it is incomplete.

This year, may our Association, through its unity and creativeness, do its share in the tremendous task of preparing young people to live successfully in this atomic age.

A Line of Purpose . . .



MAURINE S. HARDIN
Northern Section President

"Like giants we are always hurling experience ahead of us to pave the future against the day when we may want to strike a line of purpose across it for somewhere." In this quotation from Robert Frost perhaps we shall find the challenge to stir ourselves into action.

We have a heritage of which we are proud. This inheritance from those early librarians whose leadership and vision with the whole-hearted participation of their members has enabled us of today to build on foundations that are permanent and significant.

Of these the skillfully edited Bulletin, our Association members who are active in the American Library Association and in national educational organizations coupled with our ever increasing membership are structural framework reaching into the future. But we have much to accomplish.

Our first post war year was one of fine leadership plus the largest membership in our history. While we are proud of these achievements they challenge us to maintain the same high standards.

Ours is the pleasant task of encouraging our membership to come together once more, to meet old friends, to exchange ideas, to work toward a greater professional recognition.

The Slogan of Book Week this year is one we should look to for inspiration in the work that lies before us. "Books as Bridges" to new friends, to better understanding of problems, to a larger program for school libraries.

It is important that we renew projects interrupted, that we strive for a **Code for School Librarians** that will prove our place in our work with children. We must no longer remain inarticulate, "doing our jobs", while it is said that "Educational leaders do not think of libraries or librarians when they consider education." This marks the turning point. Are we to let ourselves be relegated to serve as custodians of textbooks, maps, etc., etc., which absorb our time and energy, or shall we unite to insist that children have the advantages that could come to them through a multiple guidance program that is administratively planned for? Our standards must include a program of education for evaluating clerical help for clerical jobs.

That is where we must **now** strike our line of purpose, that is our immediate "Somewhere". Our foundation is secure, on this we must continue to **build**.

Let us support each chairman and officer. Let us each plan to attend our state meeting— there is **strength in unity**.

Not only do we extend greetings to the officers and members of the Southern Section, we shall look forward to greeting them personally in Monterey so that we may continue to work together to build our bridges of professional unity and progress. In this way we shall give support and good wishes to our state officers, and their plans for the state meeting in Monterey.

Toward A New World . . .



FLORENCE RINIKER
Southern Section President

World history, more important than any that has occurred during our lifetime, is in the making. A truce has been reached in World War II, but a permanent peaceful settlement of world affairs seems remote. While our diplomats are engaged in talks intended to clarify and organize the thinking of nations, our own United States, the bulwark of democracy, continues to need interpretation in our own country as well as abroad.

We school librarians who believe in democracy, who cherish our traditions, and who are proud of our history know that the war which has just ended has taken a heavy toll from the heritage of our children. Their fathers were in the service of their country, many of their mothers were employed outside their homes, and the attrition in teaching staffs throughout the country has assumed serious proportions.

Our contribution to this new world can not be one to the diplomacy of the United Nations, but indirectly it must be one of leadership in our own schools for the reorganization and improvement of education. Compensating for the shortcomings of the war years, we must participate in a program of in-service training for teachers, thus

influencing more students than we can meet personally. This program of revitalizing teaching is but a counterpart to our work with boys and girls. Aiding us, also, is the feeling of veterans who realize that much of education is in reality self-education. In increasing numbers they are turning to libraries to meet their needs.

If librarians are to cope satisfactorily with the problems which the world today presents, how important it is that they too have a source of inspiration from which to draw. Teachers within a single school have similar problems which they can discuss and solve among themselves. In most secondary schools, there is only one librarian, who is faced with problems different from those of the teachers. How much more important it is for her to turn to her professional organizations for understanding, assistance, and a renewal of her perspective.

In this state, we are fortunate to have the strong, active School Library Association of California to meet these needs. Active participation by librarians in the Southern Section meetings will not only help the member who contributes his efforts and ideas, but in turn the organization will be strengthened. With the Northern Section we can join in a worthwhile contribution to our state organization. This will be a year when we shall feel more poignantly our identity with the national association when we meet with A.L.A. in San Francisco.

To each of you, my greetings and sincere wishes for a year of rewarding professional effort.

Editorial Notes . . .

The first state meeting of the Association since 1941 promises to be an excellent one professionally and socially. This meeting, which will be held November 16 and 17 in Monterey, will provide for discussion, committee meetings, business sessions, and interesting speakers. Your editor remembers those pre-war state meetings with pleasure, though it was several years before some members of the Association discovered that he was a school librarian instead of a book salesman! Note the program on page four of this issue and plan to attend.

Sydney B. Mitchell and Della J. Sisler, recently retired from the University of California School of Librarianship, both deserve the tribute and thanks of everyone for their long and fine service to our profession. Mr. Mitchell has been an outstanding leader in education for librarianship, and it is difficult to think of him as being retired, yet we know how much he will enjoy devoting his new leisure to his garden. If card catalogs could talk, we imagine that most of them in California would praise Miss Sisler's thorough instruction in cataloging through the years. To Mr. Mitchell and Miss Sisler our best wishes for many happy days of leisure.

We welcome to California Dr. J. Periam Danton, new Dean of the University of California School of Librarianship, and the new members of his staff, Dr. Leroy C. Merritt and Miss Anne Ethel Markley, mentioned elsewhere in this issue.

"Books are Bridges", our slogan for Book Week, November 10 to 16, has a personal meaning to your editor. Visits to libraries and book stores in Scandinavia during the summer emphasized that books are truly bridges to international understanding, for there he found English, American, German, and French books side by side with Scandinavian books. Isolated from the outside world during the war years, the people over there are hungry for books, particularly American books, and they have welcomed the establishment of the U.S. Information Libraries, the activities of the United States International Book Association, and the treasure chests of children's books. We have just heard that Mrs. Gudrun Thorne-Thomsen, well known for her story telling activities in the United States, will be glad to distribute gifts of American books to children in Norway. Send your gifts to Mrs. Gudrun Thorne-Thomsen, in care of Fru Margit Hansson, Harold Haarfagres Gt. 11, Oslo, Norway. May we suggest that you consider this as a Book Week project?

Interested in doing something professionally? The Association would be particularly happy to have you take part in its activities. Send a postcard to one of the officers or to the chairman of the committee with which you would like to work. Don't be too modest and wait for our officers to ask you, for they may not know of your interests.

Send items for the Bulletin. We would appreciate anything from an announcement of your marriage or an idea for our "Tricks of the Trade" page to a longer article on how to manage a school library without getting fallen arches and grey hair or how to persuade the administration to give you a larger book budget.

E. Ben Evans

Book Budgets For Planned Reading . . .

At the beginning of every school year the senior English class pays a visit in a body to the school library. There is much milling around, whispered conversation, and taking down of books. The seniors are preparing their book-budgets.

The plan is simply this: each student is asked to make up a list of twenty books that he thinks he would enjoy reading in the course of the coming year. He may make any selection of titles he wishes; the only stipulation is that the books must be scattered among fiction and four or five types of non-fiction such as history, biography, science, travel, poetry, and so on. From this list the student will later make his book reports, although he does not have to cover all the titles. He may also make substitutions later if newer discoveries take his fancy.

The students choose most of their books from the school library, but many add selections from home. As a result, the lists include some titles that are a little too juvenile, some that are on the light side (although low-quality titles are not accepted), and others that are more sophisticated than the school provides. When the home subscribes to book-club books, the current favorites naturally find their way onto the students' lists, while other lists reflect the evident lack of good reading matter at home.

During the periods allowed for working out their book budgets, the students explore sections of the library they may never have noticed before. Some come to me vaguely, saying "Where's this here non-fiction?"; others forge independently ahead. The results as turned in of-

KATHERINE KAYE

Placer Union High School, Auburn

fer some amusing and interesting features. One girl resolves to read Emily Post, a boy lists "the tragedies of Shakespeare", one cautious student writes down "Homer's Iliad (translated)", as if afraid that a relentless teacher would hold her to the letter of her list and hand her a volume of Greek. Then there are numerous too-ambitious readers who confidently list "complete works" of Dickens, Twain, Shakespeare, and others.

The contrasts evident within many lists are interesting, showing the students' desire to read current adult literature while still holding to familiar stories on a younger level: Swiss Family Robinson and Hotel Berlin, Prisoner of Zenda and Victory Through Air Power, Little Women and Dragon Seed, Seventeen and Black Boy, Tom Sawyer and Cannery Row, Girl of the Limberlost and Past Imperfect.

Some of the students are trying to impress with the titles they choose; others turn in too immature lists because of laziness. But whether the lists are satisfactory or unsatisfactory, the library has been visited and book-contact has been made. The very compiling of the list has directed a certain amount of effort toward the examining and choice of books. Any but the most apathetic student has found new book-fields to explore, and at the same time the more serious students not only find their interest branching out but also develop through planned reading a greater appetite for more and better books.

Introducing J. Periam Danton . . .



J. PERIAM DANTON

"Now that I have a jeep and a house, I like California better than I did when I did not have either," was the verdict of J. Periam Danton, newly appointed Dean of the University of California

School of Librarianship, when asked for his views on California. Blonde, athletic, relaxed, Dr. Danton is a refreshing variation from the academic concept of the librarian.

His life, which has been packed with variety, began in most creditable California fashion, at Palo Alto. Soon after leaving, at the age of three, he lived in Peking, China, until ready for college. He took his B.A. at Oberlin, with his sophomore year at Leipzig, and picked up a B.S. in the School of Library Service at Columbia in 1929. Following that, he went to Williams College where he was library reference assistant and acquired an M.A. in German on the side, as it were.

Three years with A.L.A.'s Carl Milam, for whom he has great praise, were followed by a two-year Carnegie fellowship which enabled Danton to obtain his Ph.D. from Chicago in 1935. He was librarian at Colby College, Maine, where he enjoyed skiing and sports so much that he regretted leaving at the end of a year to accept a position as librarian of Temple University in Philadelphia.

MARY LIDA EAKIN

Forestry Library, University of Calif.

At Philadelphia, his life began to take on an aspect of permanency until six years later the war caught up with him. As an intelligence officer (Lt.) on various carrier admirals' staffs, he saw action in the Northern Solomons, New Ireland, New Brittan, Gilberts, Marshalls, Marianas, and finally Iwo Jima campaigns. Six hours before sailing for the Philippine invasion, Danton was recalled to the U.S., where the end of the war found him.

Columbia University quickly acquired Danton last January to teach college and university library administration. He was preparing to become a permanent member of their faculty on May 30, when May 28 brought an offer from the University of California, which he accepted this summer.

When asked about his plans for the U.C. School of Librarianship, Dean Danton said that faculty members are at present giving consideration to such questions as, "What can and should be the immediate and long range programs of the school? What kind of school should we have, what curricula should we offer and what type of faculty should we have to teach them?"

Danton is particularly interested in a closer integration between library school courses and other curricula. Toward that end, tentative plans are being made for a list of suggestions which would give the library student an idea of courses outside of library school, which he could profitably take in relation to his major. For example,

Dr. Danton pointed out that a student interested in public library work should know of and probably take a course in adult education. The lists, if assembled, will point out such pertinent courses for the students with various majors.

Danton's interests, outside the field of librarianship, read something like the list of activities in the New Yorker. He likes art, but not ultra modern art. In the theatre it's Katharine Cornell, Tallulah Bankhead and the Lunts who rate ace high. One of his pet peeves is raucous jazz, but he can name a dozen classicists who are personal favorites. To mention only three: Wagner, Beethoven and Chopin. His list of musical artists sounds like a roster of opera and concert stage, and includes Toscanini, Heifitz, Flagstad, and Melchior, Rubinstein, Marian Anderson and Pinza.

When asked about his hobbies, he claimed there were too many, but finally managed to cut the list to five, with skiing at the top. He isn't an expert, he says—just a fanatic. Then there's tennis, sailing and swimming and he's also a helio-maniac. We looked this one up in the unabridged dictionary and came away with a vague impression that it had something to do with the sun. Anyone with a clearer conception, please contact the writer.

Dean Danton is living in Oakland at present and is enjoying his unobstructed view of the two Bay bridges. He would, he says, enjoy it a lot more if he knew he were not going to have to move at the end of four months or a year. Anyone who knows of a vacant house—preferably with view—and wishes to give him peace of mind, may contact him at the University of California School of Librarianship. Dr. Danton would be grateful.

THE BLUES OF OVERDUES

MARDIE JAY BAKJIAN

Polytechnic High School, Los Angeles

We changed our library charging system at Polytechnic for three reasons: (1) to cut down the number of overdues by offering our precious students a more practical plan of remembering when books should be returned to the library, (2) to conduct the business of overdues with ease, and (3) to save clerical work.

All books, according to our new charging system, fall due on Fridays. The dater is set for three weeks on Monday morning, and all books borrowed during the week of November 4-8, for example, logically are dated November 22, so that a student will hold a loan for a maximum of three weeks and a minimum of two weeks. Renewals, of course, are permitted, and students borrow as many books as they need (with minor exceptions.)

On Monday morning, we pick up the overdue book-cards and prepare an alphabetical list of delinquents. Mimeographed copies are delivered to all third period teachers who, in turn, send us the students in question.

In contrast to the standard system (whereby overdues occur every day), the above method saves many valuable hours. Daily overdue notices to teachers only succeed in breaking up classroom activities, thus creating negative and undesirable reactions on the part of teachers. The weekly list, naturally carries more appeal and stimulates greater cooperation.

This once-a-week plan of working with overdues has blown away our blues, shooting us right out into the wonderful sunshine.

Party Line . . .

From Sacramento:

Miss Margaret Cooper of the Elementary School has been elected second vice-president of the Sacramento City Teachers' Association for the current school year.

Mrs. Gertrude Harvie, teacher-librarian at Marshall Elementary School, who acted as an elementary school principal during the war, has become principal of Theodore Judah Elementary School. (However, she feels that becoming the grandmother of a baby girl on August 13 was of far greater importance!)

Eleanor Bolton has become teacher-librarian at American Legion Elementary School. She takes the place of Mrs. Ena Nelson who was fatally injured on September 7 when the car she was driving was hit by a bus.

Miss Katherine Bonham replaces Mrs. Beatrice Pendergast at Marshall Elementary School. Mrs. Pendergast has resigned and is now living in Reno.

Mrs. Marie Erwin and Miss Donna Harris of the Sacramento College report pleasant summers spent at school; Mrs. Erwin attended Mills College and Miss Harris the College of the Pacific. Marvin Cragun remained on the job and reports a very busy summer in the library during the ten weeks summer session of the college.

Miss Dolores Dillon of Lincoln Junior High School attended the summer quarter at Stanford University working on her master's degree. The subject of her thesis is to be "Racial Guidance" in which she is extremely interested. Miss Genevieve Walker of the Lincoln Elementary School went to summer session at San Jose State.

Miss Ida Belle Graig of the Kit Carson Junior High School spent

two weeks in McEllen, Texas. She stopped at Grand Canyon, Santa Fe, Taos, and Houston on the way; while there she took several trips over the border into Mexico.

Mrs. Julia Seger of Bret Harte Elementary School says that the fishing was fine on Flathead Lake in Montana. Miss Lily Jones, her co-worker, spent a pleasant month visiting in Seattle.

Mrs. Martha Davis, formerly of Oregon, is teacher-librarian at the Riverside Elementary School.

Miss Elizabeth Wise, who recently was graduated from Stanford University, is spending her first year of teaching in the Washington Elementary School where she dedotes part of her time to the library.

Miss Jeanette Craig of the C.K. McClatchy Senior High School and Miss Margaret Griffith of the Sutter Junior High School attended the KFBK Radio Summer School,— a three weeks' course in radio sponsored by Radio Station KFBK of Sacramento.

Mrs. Mildred Walsh of the William Land Elementary School is finding her extension course in librarianship from the University of Chicago most interesting and valuable. Mrs. Olive Eva is now working with her in the library.

Miss Dorothy McGee of Theodore Judah Elementary School worked during vacation in the Credentials Division of the State Department of Education.

Miss Ana Figueros, supervisor of secondary schools in Chile, was especially interested in the place the library occupies in the schools of Sacramento. She spent the month of September in that city studying the various schools. Miss Figueros is spending some time in this country under the auspices of the Inter-

American Education Foundation. She has completed one term at Columbia University and attended the summer session at the Colorado State College of Education. She arrived in Sacramento after making a study of schools in Salt Lake City. Other California schools included in her study are San Francisco, Los Angeles, and Long Beach.

From Chico:

Miss Genevieve Bale, whose home is Los Angeles, joined the library staff of the Chico State College on July 15th as head of the circulation department, coming directly from Bakersfield to Chico. Miss Bale started her library career at Ellensburg, Washington, as a Normal School Librarian, was on several University library staffs, and now has returned to State College library work again. She prefers this type of work and is enjoying Chico and Chico State College very much.

Miss Winifred Linquist, reference librarian, and Miss Kathryn Hornibrook, chief cataloger, both of Chico State College staff, spent the summer at U.S.C. pursuing study towards their master's degrees. They report a very profitable and enjoyable summer.

Miss Alice Anderson, head librarian of Chico State College Library, spent a few days during the summer visiting the San Francisco State College. Mrs. Elizabeth Lewman, also of Chico State, enjoyed her summer vacation at her home in Paradise, California.

Miss Valentina Nielsen, Chico High School Librarian, motored to Lincoln, Nebraska in June and spent two months there looking after business interests and renewing old acquaintances. She returned to Chico by way of Columbia Highway and the Willamette Valley and assumed her duties again at Chico High on September 1st.

From Petaluma:

Miss Gladys Barnard of Petaluma of Petaluma Junior High School reports an interesting summer spent taking trips to Berkeley where she takes lessons in whistling which is her hobby. Her co-worker, Miss Allen, stayed in Petaluma during the summer, enjoying the sun and the rest.

From Palo Alto:

The new labrarian at David Starr Jordan Junior High School is Miss Elizabeth Kilbourne, who came from Pacific Beach Junior High School in San Diego.

Miss Lillian Morehouse, librarian of the Senior High School in Palo Alto, spent a most interesting and profitable six weeks this summer in Washington, D. C., attending the Institute of the United States in World Affairs. The Institute was sponsored by the American University in conjunction with the Civic Education Service. In addition to seeing many points of interest in and around Washington, Miss Morehouse drove about a thousand miles about Virginia, visiting Monticello, Williamsburg, Annapolis and numerous other places of historic interest.

From Santa Rosa:

Miss Grace Jordan of the Santa Rosa Junior College spent her vacation in Canada.

From Marin County:

Miss Frances Flint of the San Rafael High School Library is back this year with a change of name. She was married July 7th to Mr. James Gulick who is also on the San Rafael High School Staff.

Mrs. Ruth Close of the Tamalpais High School devoted her summer to her garden and her hobby of sailing. Among her trips by sailboat were a jaunt to Sacramento and one to Napa.

(Continued on page 28)

Challenge to America . . .

This is an interesting, if difficult, time in publishing as it is in all aspects of living. You are seeing a good deal of experimental publishing and you will see more of it. You are seeing some very good books and some very mediocre ones. In these confused and troubled times we are—all of us—uncertain, we grope, we experiment, we change our viewpoints from day to day. All of us who do any thinking at all—and some do not—are re-examining our standards. That, with regard to children's books is what I am trying to do with you today. But I am not only thinking about books, I am thinking of books in relation to children and the community which is the only way that they count at all.

It is a strange world. On the one hand, we who dropped the atom bomb on Hiroshima now send Elizabeth Janet Gray, a writer of books for young people, and a Quaker, to Japan to help form the ideals of the young prince. On the other hand we hear everywhere the most cold-blooded talk about war. Are we able in this period to put into children's books the guidance that we adults always seem to think we have to supply? That we are trying is evident, for many of our books have a highly moral tone to be equalled only by books of the period of John Newbery and his "moral ledger." Is it defence? Are we trying to make up to children for the failures of our own generation? Certainly no starry-eyed approach such as we took after the last war can be effective. And yet I see this unrealistic, starry-eyed thinking bobbing up here and there in children's books, and silly little picture books of costumed children claiming to be

ALICE DALGLIESH

Juvenile Editor, Charles Scribner's Sons
Author of "Along Janet's Road" and other books.

The following is a talk given to the California Library Association Annual Meeting, Oct. 17, 1946.

"international" We have outgrown that approach.

I have been reading a book that is heartening in its realistic approach to study of children. "The Child from Five to Ten" by Arnold Gesell of the Yale Child Guidance Clinic. In this he says:

"It is no longer trite to say that children are the one remaining hope of mankind. . . They carry the hope of mankind, because in a democratic culture they give ample evidence of the potentialities of the human spirit and of its engaging qualities. If we could but capture their transparent honesty and sincerities! They still have much to teach us, if we observe closely enough . . . The nature of man is almost as terrifying as the unleashed atom . . . We need a new science of man and we need it urgently, for the flash of the bomb has revealed the face of evil." and again:

"The intrinsic charm and goodness of childhood still constitutes the best guarantee of the further perfectibility of mankind . . ."

He tells us also that present day conditions have shortened childhood and we must really consider adolescence as beginning about ten. It is no longer sexual maturity but social maturity.

It is the crux of the whole matter this shortened childhood, that we must now accept. The child today is a product of the radio, the movies, the comic. He is catapulted early into adult life with all its complexities and short-comings. What will

television do to shorten childhood even more? You and I have built up for ourselves a set of beliefs in what children like and need in books. We are apt to be a little rigid about them. In these times no editor, teacher, librarian can afford to be rigid—she must be willing to re-examine her whole world.

First and foremost we must recognize the fact that we are living in a period that is comparable for young people to the time when women gained the right to vote. Young people are claiming their right to speak, to have a hand in affairs that concern them—they are speaking up about everything including their books. Unfortunately this healthy and natural movement is being commercially exploited and we have on the radio such programs as "Junior Jury" where children try pathetically and desperately to be "smart," and unthinking adults laugh at the sad exhibition. "I am eleven years old and my boy friend is twelve. He pays more attention to my girl friend than to me. What shall I do?" The pathos of it! Is this what America is going to continue to do? Just as surely as child labor once exploited childhood so the "child jury" exploits it now. What is happening to our national standards, our taste, our sense of the fitness of things?

As an editor, I—and some thirty-five others—have a terrific responsibility. As a librarian you share it. Together we are responsible for the keeping up of the standards which have made American children's books the finest in the world. But we are also responsible for not keeping these standards so fixed and rigid that we actually hamper children's reading and thinking. When you and I cease to grow with the children then they will no longer trust us to select or suggest books

for them. Nor should we suppose that we can make these selections without their help—the time has come, as Gesell says, "to take the children more completely into our confidence."

Of that more later. I have tried to organize into a series of pictures the things that are happening in the world of books and children. No picture carries a solution and leaves a question and a challenge. These are the questions I hope you will discuss with me afterwards.

Now as to the pictures: The first one is from a favorite book of mine, "Alice Through the Looking Glass," and it is called "Faster! Faster!" Alice and the Red Queen are running very fast to keep in one place. "Faster! Faster!" pants the Queen, and, as they stop, Alice looks around her in surprise. "Why I do believe we've been under this tree the whole time! Everything is just as it was." And the Queen explains, "Here, you see, it takes all the running you can do to keep in the same place."

It is an excellent picture of book publishing during the war years, with public demand for books, the Red Queen, pulling the publisher along. Now, I think, we are all slowing down a little, and, like Alice, leaning dizzily against a tree. Some of us did not run so fast—and perhaps we are not so dizzy! Some of us have stayed in the same place, some have gone backward, some have gone forward to do some very interesting publishing, and new publishers have come in to join us, some of whom are purely commercial. And some of us who love books and children cannot do some of the books we'd like to because of the competition of "mass production."

For during the war came mass production, which will probably be with us for some time. Mass production has its good points and its

bad ones. It makes books available to more people, it creates a whole new reading public. But what we need is hundreds of thousands of a few good books, and what we have is that plus hundreds of thousands of mediocre and downright poor ones. As we bring in hundreds of new readers the general level of taste goes down to meet them. But it does not have to go as low as it has done either in books or on the radio. At least it does not have to if good books get the whole-hearted support of intelligent people.

Although there are plenty of picture books in quantity, in quality they have suffered more than other types of books because they are easily exploited and lend themselves to merchandising and— a new form— “packaging.” Many picture books must now be published in large editions and allowed to go out of print—we cannot afford to experiment too much with them, and printers are allergic to “short-run” books. One day my telephone rang and an agent who sells books to reprint houses said, “Have you any flats that I can sell for reprints?” (A flat, in case you do not know it, is the wholly repulsive and sometimes too truly descriptive title that the trade seems to have evolved for a picture book.) “No,” I said, “I haven’t any flats. We publish picture books.” May we who care for children’s books keep our feet on the ground in this era of commercialism that cares for dollars, but not for children, and may some of the lovely books that were made with care and thought and feeling not get lost in the carnival of color and poor taste!

Picture two is different. An editor is at work in her office. She is an editor to whom each story, each book, is something to be thoughtfully considered, thoughtfully selected, thoughtfully and sympathetically

edited. You may think that I am going to say that her name is May Masee— Helen Fish— Elizabeth Hamilton— Peggy Lesser— Alice Dalgliesh. No, the editor in my picture could probably teach something to all of us. She is writing on paper headed “St. Nicholas Magazine for Boys and Girls, Scribner and Co., New York,” and her name is Mary Mapes Dodge. In the past few weeks I’ve been meeting her through some of her letters and some of the little-known articles she wrote. As this happens to be the Scribner Centennial year, I have been going through files of letters gathering material for articles I was writing for “Publishers’ Weekly” and “The Horn Book.” It was a strange, illuminating experience sitting there in a quiet room, going over letters of another era. Kenneth Grahame submitting “The Wind in The Willows”, struggling through six titles from “Mr. Toad” to the present one. I am sorry by the way, that Walt Disney is making the movie of “The Wind in The Willow.” He **could** do it so well but he will, as John Mason Brown says, appall us by the speed with which his taste can shuttle from the exquisite to the wretched. Holding in my hands a letter in Stevenson’s spidery handwriting in which he submits “Kidnapped,” which he thinks the public will like even better than “Treasure Island”. Long thoughtful letters from Barrie about the end of World War I and the thinking that must be done about “the new world.” They might have been written today.

But I spent the longest time with Mary Mapes Dodge, because “St. Nicholas” first bore the Scribner imprint, and you will find me quoting her from time to time because she was so wise. I am entertained by what she says about illustrations (in an unsigned editorial which definitely seems to be hers)—her re-

marks applying to some of the fuzzy would-be-modern illustrations that an editor sees every day. For she has this to say:

"Pictures must have the greatest variety consistent with simplicity, beauty and unity. They should be heartily conceived and well executed, and they must be suggestive, attractive and epigrammatic. If it be only the picture of a cat, it must do its own purring, and not sit, a dead stuffed thing, requiring the editor to purr for it..." An editor she says, "Must give just what the child demands, and to do this successfully is a matter of instinct, without which not many should presume to be a child's editor and go unhung."

Vigorous talk on paper yellowed with the years! I don't think she means that a cat or dog must be photographic, though of course most of the illustrations of that era were quite literal. She obviously means that they must say something to the child, that they must have life in them. So must library books have life in them. They must be books that will purr for themselves and not require the librarian to purr for them.

My third picture, called: "Our Literate Children."

It is a tiny country store in Brookfield, Connecticut, where I spend my summers, a store so small that there is only room for a few customers in it. But it is crowded and as I go in I have to push my way through eager boys and girls, crowding around a stand which takes up about one-third of the store space. On it are about three dozen "comic" magazines. These children did not read before. They read now. Are we glad that they do?

A few weeks ago I spoke about the comics over the air, so did the head of a large comic syndicate. He

stated that comics were "America's unique contribution to culture." We will now pause for one minute's silence.

Well, my friend of the comics went on to say that we won the war because our opponents did not read comics. He has something there if by "comics" he means "funnies" and not lurid melodrama. We must make a distinction here. The creators of comics employ psychologists who advise them and praise them enthusiastically in print. So I am glad to have Dr. Gesell with all the weight of the Yale Clinic behind him solemnly discussing the comics and the radio serial as forces to be reckoned with, not disregarded, in child development. This is what he says: "Comic books can have the attributes of a drug." Has anyone said it that plainly before? To quote Gesell further:

Seven (the seven-year-old) is said to have a "mania for guns, funny books and coloring... The radio is now becoming a steady part of his diet... Some children report that **thoughts go round and round in their heads as though a phonograph record were telling about monsters, robbers and burglars.** Reading or being read to helps to dispel these thoughts for a while." What a rest for a radio-stimulated child mind to turn to the comparatively mild drama of Red Riding Hood and the Wolf!

"At eight—comic books are still his favorite. Eight buys, collects, barters, borrows and hoards his funny books. He is more likely to borrow than to barter since he does not want to part with his own. The so called 'comics' deal in anger, fear and adventure as their stock in trade. They tend, if anything, to give their readers an undue, untrammelled sense of power." Gesell, however, adds that one cannot forbid comic books or the child will

"sneak them into his room." What is the responsibility of the library here? A librarian told me that the attendance in her children's room had fallen off because "the children now gather at the corner drug store to read comics." What do you do about it?

As you know, most "comics" are not "comics" at all. Of fun and laughter Gesell has this to say; and it is grand to have it coming from an educator:

"Fascist government is not distinguished for a sense of humor. It is so distinguished for lack thereof that we may well believe that a sense of humor has some significance for democracies. Its function is to keep the individual from becoming mechanized and hardened. It is a play of the mind akin to the spirit of freedom... An over serious schoolroom (for this one might read life, library, book) violates for children the Jeffersonian right of pursuit of happiness."

Mary Mapes Dodge speaks of the benefit of "the reciprocal 'ha ha' between the printed page and the little reader." "But for humanity's sake let there be no tedious vaulting back and forth over the grim railing that incloses halt and lame old jokes long ago turned in there to die."

We haven't enough **fun** in books, not nearly enough. Congratulations to Lippincott and Helen Fish this year for publishing that delightful "When It Rained Cats and Dogs" by Nancy Byrd Turner. And to Houghton Mifflin for H. A. Rey's "Pretzel and The Puppies," which proves that comics can be funny without being ugly. Elizabeth MacIntyre does her delightful "Ambrose Kangaroo" for Australian children. There should be more of that. We need more good "comic strips" in papers and magazines. The children wait eagerly for "Good Housekeeping" with H. A. Rey's "Pretzel."

But my radio friend had one more devastating remark, "Children like the comics **because they speak directly to them** by means of the balloon technique they employ." That gives us pause. How many of our books speak directly to the children, not necessarily by balloons? And do you sometimes perhaps, refuse admittance to a book that **does** speak directly to children? Do you always **know** when a book is speaking? And do you keep on your shelves some books that say nothing at all? Thank goodness you **do** keep some books that do not shout loudly in modern talk, or wear modern clothes. I regret the reviewer who said recently that children want "Peter Rabbit with a machine gun," or any remarks to the effect that the small "Peter Rabbit," Beatrix Potter's own, was "entirely out of line with present day books for children," though there may be room also for a larger book. I could sit down with my group of children anywhere and hold them spellbound with the small original "Peter Rabbit." Some books **do** benefit by a change to modern dress. It took many conferences in Mr. Scribner's office, and talks with librarians, for us to allow Richard Ellis in designing the new "Robin Hood" to remove from the Pyle pictures their rather poor decoration in the style of William Morris, and let Pyle stand out as the superb illustrator he was. That is one thing. We are Pyle's original publishers and we thought of it in terms of helping a grand book to speak more effectively to modern boys. We talked about what Howard Pyle himself would have wanted. We did not rewrite the text. But what was done to the Andersen stories in a recent picture book edition, both in the way of rewriting and ugly pictures in the worst possible taste is simply inexcusable, and too much of this is going on. I believe in doing every-

thing possible to keep good stories alive—within the limits of good taste.

I could discuss this angle indefinitely but I must go on to picture four. This came to me one day when I was at one of the most beautiful places in New York, the Cloisters. It is called "Don't Fence Me In," and here I wish to make the strongest plea that can be made for the integrity of the author, for if we are to keep up the standard of our books, if we are to keep them saying something to children—the writer must be free. I was sitting looking at the wonderful unicorn tapestries, with the unicorn bounding so gracefully across them. At the end he is captured, and is sitting sadly in a little enclosure, all his spirit gone. And suddenly, as a writer and an editor of books by other writers, I felt a great kinship with that unicorn. For today everyone is taking a hand in children's books, looking at them like butterflies under a magnifying glass, scanning them from this angle and that angle, and some groups bring such pressure to bear on books that the author becomes too self-conscious to be himself—to be free—creative. Here is what happened to one author of ability, integrity and honesty—Christine Weston. It is to the credit of the ALA that the merit of "Bhimsa the Dancing Bear" was recognized, and it was a runner-up for the Newbery medal. But here is the dreary tale—and every editor has had similar experiences:

Child study groups actually refused to put the book on their lists because of the line drawn between fact and fancy not being "clearly drawn," because the boy does not think of his mother on this (wholly imaginary!) journey.

A religious group objected to a statement of Indian philosophy. Let me say I do not believe there is

much hope for the world, or for the children, or for books until we are willing and broadminded enough to expose children to beliefs, religious and otherwise that are not necessarily our own.

Surely such a book as "Bhimsa" can depend on library reviews? Anne Eaton's was to be depended on, but the Library Journal's review stated, "Though perhaps unfair to judge it by 'Kim', magic of style and incident are rather lacking in this story, since incidents hover between fantasy and sharp fact and are supremely uneasy in both realms." If you have read Christine Weston's "Indigo," you will have seen that she knows her India better than Kipling, and you will know that in her writing she never is "supremely uneasy." It is quite superb story telling and I will read you what she wrote about story-telling—a quality that is kept in all too few of our modern books.

"I often think how different stories for children would be if they were spoken extemporaneously instead of being written with all the adults' obsession for form, logic, etc. The actual writing of a story changes it from the part real, part fantastic thing it should be, to something more or less cut and dried.

"I remember the art of the story teller as it was practiced by our servants and friends when we were children in India.

"These ayahs, bearers, cooks, and coolies could not write, but they could tell a story; 'There is a peculiar old woman who lives in the pipal tree at the end of the garden. Whenever she comes down to the ground, which she does at night, she walks backwards.'

"These stories were invented on the spur of the moment, to keep us quiet when we were sick or other-

wise troublesome. The story teller, spinning his yarn, had but one aim in mind—to entertain his listeners. The expressions on our faces registered the intensity of our attention and at the slightest sign of boredom the story would switch into a more exciting channel, regardless of the narrator's original intention, if he had one to start with, and he usually did not.

"The stories were seldom the same and no attempt was ever made to 'spare' our feelings. As a result, we quite often had bad dreams, but we would not have missed the experience for anything. It was part of the imaginative pattern of life which child and grown-up shared in spontaneous fashion when everything, including the awful and the absurd, was held, for a little while, before our fascinated eyes."

There will be no real literature for children until adults are able to see the spirit of a good book shining through what may seem to the individual, its faults.

And there will be no real world until groups and individuals cease to fence truth in and children are allowed to find their way in what Jacques Barzun, in "The Teacher in America," has called "the jungle of opinion." Children learn best from life. The strongest thing that has come into children's books of the realistic type is the insistence that life should be presented truthfully. It is a fresh wind blowing. That now in young people's books characters can die and be born and have opinions is an advance.

I believe that our books for older boys and girls have an unexcelled opportunity to present truth. Whether or not they will take it when so many of our so-called adult novels present a wholly fantastic, sentimentalized world, I do not know. I hope that they can, for they do not have one eye on "movie rights" as adult books do. In my

own writing I have tried to be completely honest. When "Along Janet's Road" was published a book critic said to me: "What right have you to have Janet take so long to make up her mind about marriage." No right except by integrity as an author and the fact that it sometimes happens that way in life. And when I am trying, in two books, to give an honest picture of life, I am not going to change life to fit some manufactured pattern of what adolescents should read. I tried to show an ordinary girl who does not achieve success or love easily, who is by no means perfect in her home and work relationships. The one concession I made was the ending, and even that might have happened. And if any girl should prefer a highly sentimentalized or romanticized picture of life to an honest one, why she can find it elsewhere! A fine recent book on adolescence by Paul Landis concludes that adolescents today have difficulty in gaining a mature approach to three fields: morals, marriage, economics. The highly colored boy and girl romances that we feed our young people are not the road to maturity.

I wonder if our children are not really capable of finding their way around in books without anxious guides taking them by the hand? This is what Mrs. Dodge had to say about it.

"Children want to enter the one place where they may come and go as they please, where they are not obliged to mind or say 'yes, ma'am' and 'yes, sir,' where, in short, they can live a brand new free life of their own for a little while, accepting acquaintances as they choose and turning their backs without ceremony upon what does not concern them. They feel their way, too, very much as we old folk do, toward sweet recognition of familiar day dreams, secret goodnesses, and all the glorified classics of the soul."

We all try too hard to lead them by the hand. As a reviewer I am as guilty as most, of trying to guess whether a book is "right" for children, of trying to make over the author to my pattern. Junior Reviewers has a germ of the right idea, but books should be read by many children, not one or two, and **children** as reviewers are as fallible as adults and have just as many blind spots, though they are more honest in their reactions. Books really should be reviewed one year after publication, not one month! When I saw that the ending of "Stewart Little" did not disturb children I retracted part of my review. And the Newbery Medal would mean still more if given two years after publication when the books had been fully tested.

As for the various censorshipships. We hear a great deal lately about suppressing this passage, that sentence in books, because it is unfair to one group or another, or omitting books from lists. As an American I am shocked and horrified by the intolerance that exists in this country and I am wholly for some of the work that is going on in the attempt to give all Americans their right to be Americans. I believe that children may play a part in this. I admire books as Eleanor Estes "The Hundred Dresses" with its deep understanding, its real characters and subtle presentation of a universal situation. I admire the courage of the editor who first had the idea of putting the Jewish, Catholic, and Protestant forms of religion into one book — "One God and The Ways We Worship Him," and who is now planning a book on the Oriental religions. (They should all be in one book, but many people would object to that, and the book would be too large.) We value the sincerity of John Tunis and Florence Means; the delightful picture of the Negro family in Marguerite

di Angeli's "Bright April." Leo Politi's "Pedro The Angel of Olvera Street" should give children a feeling of kinship with Mexican Americans. I hope that next year Genevieve Foster's picture of the world at the time of Jesus will be a great contribution to understanding. But I do not admire, nor do the children, any book that does obvious preaching—and I think it is to the credit of some of us as editors that many manuscripts that have been full of this have never become books.

Some people are allowing themselves to be carried away by the most ridiculous theories. I have no patience at all with any move to censor or remove from circulation established literature, to censor passages in books, unless they be obviously and intentionally malicious. Nor have I patience with "isms." I could hardly believe my ears when the other day someone who is selecting books for children sat in my office and said: "We've told our American children too much about kings and queens, it's time we told them about Mr. and Mrs." As if our books had not always told them about Mr. and Mrs. from the March family to Lois Lenski's much-adored Mr. Small! In a democracy belong all types of stories about all types of people. We have not, let us remind some of the reformers, chosen for ourselves the way of the Soviet Union, which, by the way, has for the second time thrown out fairy tales, nor have we chosen the way of Argentina with its recently established "control of thought."

Here is another picture—it is called "The Making of Public Taste and Opinion." It is the picture of an American child being bombarded by all the factors that are going to form his taste and his opinions. The average child spends four hours a day listening to the radio, or to

phonograph records, so we are told. He spends a great deal of time with the school reader, some of it with the comics, a small portion with books. I wonder what can be done to see to it that the level of all these is higher than the average is at present? We have a great part of the world looking to us for leadership (whether they want to or not!)—will our books, our radio, our movies live up to this? Can we make parents, teachers, and librarians, conscious of our great responsibility to our own children and to other children the world over? We send Elizabeth Janet Gray to Japan; do we give as much thought to the quality of the tastes and ideals we are forming in our own children? We can only do it by concerted effort—and if we **made** this effort we could accomplish wonders. If Mexico can make its drive against illiteracy, we can also make a concerted drive of our own. But it must be a **concerted** drive free of jealousy between groups.

There is beauty and good taste and fine writing in so many of our children's books! So much that is fine, and good and beautiful goes unseen. Every school should have available for children, in every room, a reading table on which there are some books that take children, in art and literature, further than the school reader can take them. As for the school readers themselves, if they use the stories of those of us who write, as they do, the adaptations— if they must be made— should be made by people of real literary feeling. Is it too much to ask that the names of authors appear, both in readers and anthologies, **under the title of their stories**, instead of in a footnote or buried in the cemetery of "table of contents" or "acknowledgements" where no child wanders? Only so can teachers and children become familiar with the writers' names

and find other books by them. Is it too much to hope for that artistic and literary taste will be helped by school books that use, in a free untrammelled way, for little children, poetic prose such as Margaret Wise Brown at her best writes under her own name and that of Golden MacDonald? Is it too much to ask that the readers present all kinds of illustration? Think of children learning to read books illustrated **freely and joyously** by Francoise (who has come back with such beautiful illustrations), by Leonard Weisgard, by Leo Politi, by Roger Duvoisin, by Lois Lenski, the d'Aulaires, by Katherine Milhous and all our illustrators who are also fine designers.

Gesell tells us that we must, as part of our children's experience with "the language arts," give them time to "look and listen." Suppose each school and each home gave time to look and listen—time for reading aloud even **one good book** a month— time for listening to some of our better phonograph recordings, or looking at pictures? Suppose we took the time to find out what is "our cultural heritage" (of which Gesell speaks) and saw to it that children were somehow exposed to it? Suppose children in schools and homes could listen to the world's fine stories—one each day—and librarians also had time to do more of what they are already doing along this line? And is not this an important "road to understanding" of other people? What if we stole a little time in the school curriculum from the airplane, the tractor, and the automobile to have some fine stories of our own country, in good re-tellings? Perhaps with the teacher untrained in story telling these new recordings will play an important part. Here again we are going to be subjected to an orgy of poor taste—again you need to represent public opinion.

Is it too much to suppose that whole towns, cities, states will take an interest in children's reading as Kansas already seems to be doing? (The Kansas Teacher's Association actually sponsors a fine book enthusiast, Ruth Gagliardo, to present books to schools all over the state.) That they will go farther to take in all the "looking and listening" that is offered to children? Is it too much to suppose that libraries of the future will have, instead of a "children's room," a reading club room **called just that** or by some other interesting name? This will be a room made comfortable for reading, where children talk and move freely, and where all the exhibits are at children's eye level and not on the tops of bookcases. There might be, too, another room for listening to records of stories and books, for seeing good short movies such as are now being made of children's books, for all kinds of interesting activities that lead to books. This implies more librarians, more money. I know. And this also implies social thinking on the part of communities.

But until we get quite vocal and passionate about the things our children should read and look at and listen to, until instead of having "good book lists," we do the things that help children to develop standards—until then American young people and adults will have the kind of national bad taste that we have at present. They will continue to be satisfied with soap opera, the worst variety of "comics," unsatisfactory human relations, badly-written "best selling novels" and illustrations of the most saccharine and sentimental variety. The "intrinsic charm and goodness" of children will not be given a chance to develop or even to remain. We Americans have such tremendous national cultural opportunities—we use so few of them!

INSTITUTE MEETING

The Professional Committee, 1945-46, working under Miss Clara B. Josselyn and with Mr. Alexander Frazier, Secondary Curriculum Coordinator, L.A. County Schools, has made plans for developing an Institute meeting to discuss what can be done to meet the issues named in "School Librarians Name Their Problems."

This meeting, L. A. County Institute No. 438, is scheduled for Thursday, November 14, at 7:30 o'clock—Mark Keppel High School, 501 East Hellman, Alhambra. The subject will be: "Providing for Maximum Use and Development of the School Library"; the leader: Dr. Elmer J. Erickson, Principal of South Pasadena-San Marino Senior High School; the panel: Miss Elizabeth Neal of Compton Jr. College, Miss Lois Fannin of Long Beach, Miss Marjorie Van Deusen A.L.A. representative to S.L.A.C., and Mr. Alexander Frazier. It is, indeed, a step forward when librarians and administrators work together to collect materials on which an institute program can be planned.

CHRISTMAS LIFE SAVERS

"Christmas Life Savers" is the title of a very useful bibliography of Christmas stories recently compiled by the Publicity Committee of the Section for Work with Boys and Girls of the California Library Association.

This leaflet lists chapters with a holiday atmosphere culled from books apt to be found in libraries. When the supply of obvious Christmas stories has been exhausted, the additional material indexed here will prove of great value. Copies are available as long as they last at fifteen cents each from the chairman of the committee, Miss Claire Nolte, Los Angeles County Public Library, 322 So. Broadway, Los Angeles 13.

Tricks of The Trade . . .

The School Library Association of California extends a special welcome to all the new librarians all over the state who for the first time this year are finding out for themselves the fun (and the work!) of being a school librarian. By way of holding out a helping hand we are starting this new column with the purpose of handing on to these new librarians some of the special systems we older ones have evolved after many "hit and miss" tries to find short-cuts in our work. We ask the cooperation of every librarian in the Association in this matter. Please send in to us your special ways of doing things—those little tricks you have invented to lighten work or speed it up. Write it on a penny post card and if you live in the South, send it to Mr. E. Ben Evans, Bakersfield High School, Bakersfield. For Northerners the address is Miss Mary Lins, Commerce High School, Van Ness and Hayes Streets, San Francisco. And by the way, don't forget your name and address. A credit line is due you!

Teach the Card Catalog by having the art department make up large but exact copies of author, title, and subject cards, three by five feet, so that you don't have a whole class crowding around one drawer with the resulting confusion and inattention.

Publicize the Library by having special library bulletin boards in every classroom attended to by library students. Poster and notices of new books can thus easily be brought to the attention of every student and teacher.

Establish good Community Relations with the Public Library by putting on campaigns for every student to own a library card, by

MARY LINS

Commerce High School, San Francisco

letting the librarian know what books are heavily in demand in the school library and by informing her when new courses are started, so that if she wants she may order books to supplement those materials in the school library.

Elect a Library Captain for every period to relieve the librarian of some of those miscellaneous details which clutter up her day. He sees that the designated person is at the attendance desk, the issue desk is properly staffed, the fine money counted and checked in for the period, the shelves read, magazines stacked away, mail and messages delivered, etc.

Establish an Esprit de Corps among the students taking library as an elective by planning some monthly "treat"—wiener roast, etc.

Get extra attention for the Library by establishing firm and friendly relationships with the janitorial and clerical staff in the school. The janitor can perhaps do more than even the principal to make your life easier and smoother!

Prove that taking Library is not a waste of time but can actually be a chance at getting a paying job by contacting the head of the public library system and selling him the idea of hiring as pages and part-time assistants those students who have already received some training in the school library.

Gain the Support of the P.T.A. by inviting them to hold their meetings in the library (it's only once a month!), by talking frequently and loudly about the value of books in their children's lives and by encouraging them to contribute money for the purchase of new books for the school library.

SCHOOL LIBRARY ASSOCIATION OF CALIFORNIA

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ATTENTION PLEASE!

We wish to call the attention of all school librarians to the September, 1946, issue of the "School Executive". This issue devotes over half of its pages to the problems of the library in the school and to the administrators relation to them.

Two of the featured articles are by members of our organization. One, "Where Does a Librarian's Time Go?" is by Maurine S. Hardin, President of the Northern Section, and Elizabeth Scott, Librarian at Lowell High School, San Francisco. The other, "Function of the Library in the Work of the School" is by Jessie Boyd, now assistant supervisor of libraries in Oakland and supervisor of student training and practice teachers in the Schools of Librarianship and Education at the University of California, Berkeley.

CALIFORNIANA FOR A.L.A.

Miss Helen Iredell of Long Beach, who spent last summer in Chicago, makes an earnest plea for pictures of California school libraries to replace the sadly outmoded items now on file in the new A.L.A. headquarters there. Such pictures, according to Miss Batchelder, should "interpret school library service", i.e., show displays, bulletin boards, classroom use of books, etc.

On the back of each picture should be a brief explanation of the service pictured, name and date of the building, number of librarians, clerks, etc. Pencil sketches (not blueprints) of library floorplans will be welcome.

APPOINTMENTS AT U. C.

In addition to the new Dean, Dr. J. Periam Danton, two other appointments have been made to the University of California School of Librarianship. Dr. Leroy C. Merritt is not only teaching book selection, but is also drafting a program for a second year course entitled, "Librarianship as a field of research."

Miss Anne Ethel Markley, who comes to U.C. from an assistant professorship at the University of Oklahoma, handles classification and cataloging. Her teaching schedule also includes history of printing and advanced second year cataloging. She replaces Miss Della J. Sisler, former associate professor in the School.

Just returned from three years as an army librarian, eight months of which were spent overseas with a bookmobile, is Mary Nancy Lee Carmichael, librarian at Fullerton Junior College.

PARTY LINE . . .

(Continued from page 13)

Mrs. Ruth Lockwood of the Marin Junior College spent her summer hunting houses until ten days before the opening of school when she was at last successful. Now she is deep in the problem of a sudden large increase in students and faculty.

From San Francisco:

Miss Margaret V. Girdner has been appointed Director of Texts and Libraries. During the summer she made a trip East where she attended A.L.A. meeting in Buffalo, visited publishers and met with a committee interested in radio programs presenting in dramatic form outstanding childrens books. She reports the outlook for new juvenile books of excellent merit as bright. Miss Girdner met many old friends, among them Miss Carrol Moore who asked to be remembered to her many San Francisco and California admirers, some of whom she called by name.

The Junior high school librarians of San Francisco thoroughly enjoyed their summer vacations. Most of them spent the days in California resting and pleasuring. Miss Zula Andrews of Aptos, however, attended Mills College. Miss Mary Lins taught summer school at the Mission All-City School, and Miss Katherine Stalford of Marina Junior High, who flew to Mexico, returned with two new aspirations—frequent air trips and many vacations spent in Mexico.

From Fresno:

Flossie Jo Burson has accepted a position as Senior Librarian at the Fresno State College. She was formerly librarian at El Centro Union High School and Junior College.

Adelia Tompkin has resigned as librarian at the Thomas A. Edison High School. Her position is being taken by Mrs. Bertha Lampson.

From Long Beach:

Among librarians new to the Long Beach schools this year are Miss Hesper Kirkpatrick of Avalon Sr. High School, Miss Geraldine Ferring of Will Rogers Junior High School, Mrs. Constance Davis of Luther Burbank and Los Cerritos Elementary Schools, and Miss Emma Nease of Lowell Elementary School.

Mrs. Dulcie Arnold, librarian of Edison and Signal Hill Elementary Schools, has resigned. Her place at Edison will be filled by Miss Ruth Rouse.

Replacing Mrs. Jeraldine Olson, who has resigned as librarian at MacArthur and Mark Twain Elementary Schools, will be Miss Sarah Mecham, Burnett and MacArthur Elementary Schools; and Miss Margaret Starnes, Mark Twain Elementary School.

Librarians resigning from the Long Beach Schools include: Mrs. Marion Harris, whose position at Wilson Senior High School will be taken by Miss Harriet Brown; and Mrs. F. Frances Cowan, who will be replaced at Jordan Senior High School by Miss Alice Garrison.

The Long Beach School system, perhaps on the theory "a change is as good as a rest", has reshuffled some of its librarians this year. Mrs. Avis Paxton, formerly of Dewey Continuation School, is now at City College. In the junior high schools Mrs. Ima Venable has gone from Lakewood to Jefferson; Miss Edith Rex, from Avalon to Lakewood; Miss Alice Stoeltzing, from Rogers to Stephens; and Miss Gladys Warren, from Jefferson to Washington. In the elementary schools Miss Evelyn Hill has changed from Mann and Roosevelt to Bryant and Roosevelt; Miss Maxine McCulloch, from Lee and Fremont to Lee and Signal Hill; and Miss Hazel Tomlinson, from Bryant and Lowell to Fremont and Mann.

Miss Marjorie T. Fullwood is now departmental assistant in the Department of Curriculum and Educational Research, Long Beach Public Schools.

August 25, in Compton, Miss Margaret Vian became Mrs. Roland Edward Dunn. The wedding culminated a romance which began when a young army lieutenant sat at the library desk with the librarian while his company drew out books. Mrs. Dunn was formerly librarian at Washington Junior High School, Long Beach. Mr. Dunn is in state personnel work in Sacramento, where the couple will make their home.

July 30, in New York, Miss Helen Rowland became the wife of Mr. Martin Pierce.

Miss Viola Nielson, who became Mrs. John Hammer, June 16, in Long Beach, is now living in Carmel.

From Los Angeles:

Miss Louise Roewekamp, formerly of Manual Arts High School, is now at the East Los Angeles Junior College.

Mrs. Mary Kaplan has been assigned to Luther Burbank Junior High School. She was formerly in the catalog department at Los Angeles school libraries headquarters.

Mrs. Jean Cook, formerly in the Los Angeles City Schools library and textbook headquarters, is now at Gardena High School.

Miss Nance O'Neill, formerly at Santa Maria, is now librarian at Manual Arts High School, in Los Angeles.

Mrs. Katherine F. Gibson has been assigned to Belmont High School, Los Angeles, filling the vacancy created by the retirement of Miss Marjorie Van Deusen.

In June, Mrs. Carmen Jones Butler announced the arrival of a baby daughter. Mrs. Butler was formerly at Hoover High School, Glendale.

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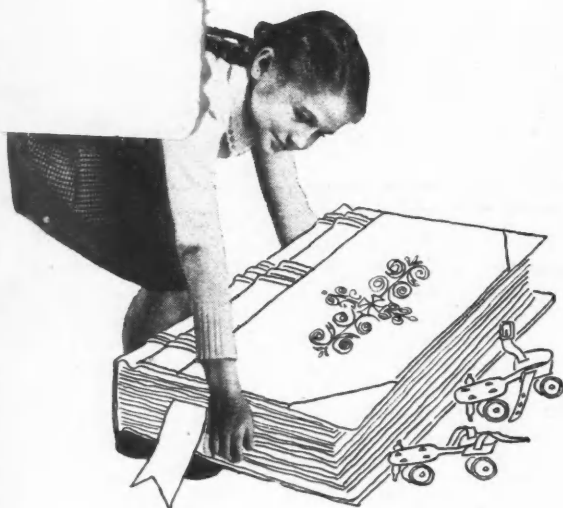
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